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Article

The Role of Entrepreneurial Knowledge in Workaholism: an Applied Study of the Opinions of a Sample of Workers in the Diwaniyah Education Directorate

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Abstract: The current research aims to uncover the role of Entrepreneurship knowledge in influencing (Innovation, Problem Solving, Skill, and Leadership) in Workaholism, manifested as (Immersion in Work, Motivation at Work, and Enjoyment of Work) among a sample of employees in the Diwaniyah Education Directorate. To achieve this goal, which emerged from the problem statement formulated as the question (Is there a role for Entrepreneurship knowledge in Workaholism among employees in the Diwaniyah Education Directorate?), a descriptive analytical approach was adopted by adopting a questionnaire to collect the necessary data for identifying the levels of research variables. Accordingly, (200) questionnaires were distributed, of which (173) were retrieved, with (12) damaged questionnaires, (27) unretrieved questionnaires, and (161) valid questionnaires for analysis, representing a response rate of (80.5%). To analyze the data obtained, two packages were used: (SPSS & AMOS.V.29) to analyze the results and build the analytical aspect of the research. Based on this, the research yielded several results, the most important of which is the presence of a meaningful correlation between Entrepreneurship knowledge and Workaholism. This is because Entrepreneurship knowledge serves as a powerful tool for enhancing Innovation in the workplace. By fostering an atmosphere where employees embrace new ideas and innovative ways of doing things, Diwaniyah Education Directorate can foster a culture of innovation that pushes performance to greater heights. In line with this research, the Diwan Education Department should strive to design specific training programs to increase the level of Entrepreneurship among staff members, including workshops and courses on Innovation and creativity skills, which will enhance employee efficiency and bolster initiative.

Keywords: Entrepreneurial Knowledge, Workaholism, Diwaniyah Education Directorate

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1. Introduction

Entrepreneurship knowledge is a concept that has become important in fostering innovation and development across industries (Kraus et al., 2021: 177), given that Entrepreneurship knowledge is considered one of the main resources for improving Opportunity recognition and Idea execution skills, which are essential to achieving organizational objectives. In this sense, studying Workaholism among employees of the Directorate of Diwan Education may represent an interesting case in terms of how Entrepreneurship knowledge can influence them in a challenging and complex educational environment that demands constant Innovation and change (Adriyanto et al., 2025: 3).

The Directorate of Diwan Education has to face multiple challenges in this work environment ranging from psychological pressures due to educational responsibilities to the need to produce tangible educational outcomes (Dwi et al., 2024: 95). In contrast,

Workaholism is a strong work engagement motive, as it can lead to WM and EW, thus enhancing job performance; therefore, strategies for productively investing in Workaholism are needed (Lee et al., 2022: 1001).

As it is clear that there is an urgent need to understand how entrepreneurial knowledge can contribute to improving employee performance by enhancing their commitment and loyalty, thereby strengthening a positive work culture within the Directorate (Al Koliby et al., 2024:74), exploring this relationship can help identify effective strategies that contribute to fostering initiative and Innovation among employees, which positively impacts the educational outcomes the Directorate aims to achieve (Ahmad et al., 2023:94). From here, the current research aims to highlight an attempt to explore how the Directorate of Diwan Education can invest in Entrepreneurship knowledge to enhance employee productivity by providing an educational environment that supports Innovation and accepts calculated risks, which inherently include Workaholism. Understanding how Entrepreneurship knowledge interacts with Workaholism can contribute to developing customized training programs aimed at enhancing leadership and creative skills among employees.

2. Research Methodology

2.1 The problem of research

The relationship between Entrepreneurship knowledge and Workaholism is one of the most challenging issues facing the Directorate of Diwan Education, as it seems that many employees within the directorate are suffering from serious psychological stress caused by the mounting educational responsibilities and high performance expectations (Shahul Hameed et al., 2022:642) that have resulted in Workaholism, which refers to an over-involvement with work at the expense of other aspects of life including mental health and social relationships. This phenomenon not only affects the mental and physical well-being of employees but also influences the quality of education delivered as continuous stress results in a decrease in Innovation and creativity in the workplace, which is contrary to the strategic goals of the directorate for enhanced educational outcomes (Cossin et al., 2021:7110).

Also, research suggests that employee with entrepreneurial knowledge may be more susceptible to workaholism because such skills allow them to innovate and change as needed (Akinwale et al., 2024:2068), which can cause a decrease in the quality of life and stress levels, so further study is necessary to elucidate how entrepreneurial knowledge can go from being used as a performance enhancing tool to a workaholism-inducing factor that contributes to heightened psychological strain at work (Therthani et al., 2022:192), which means that understanding this transition would help in designing strategies that mitigate negative effects on the quality of work and improve work-life balance among employees(Tahir, 2025:788).

This problem is exacerbated by the fact that the Diwan Training Ministry has a shortage of training programs that increase entrepreneurial knowledge, reducing employee innovativeness and creativity (Timur et al., 2024:973). Therefore, the current research attempts to answer the question of how to incorporate entrepreneurial knowledge into training and development programs.

Second, an organizational culture that does not support calculated risk-taking and innovation may contribute to Workaholism because employees do not feel empowered to share ideas or take risks without being punished by failure. Therefore, it is important to examine the role of organizational culture in shaping employee behavior and how this can be enhanced to promote a sense of belonging and commitment. From the above, the research problem can be formulated as an important question: (Is there a role for Entrepreneurship knowledge in Workaholism among employees in the Diwaniyah

Education Directorate?), and to address the research problem, appropriate solutions need to be developed for the following questions:

1. What is the role of Entrepreneurship knowledge in enhancing or reducing Workaholism among employees in the Diwaniyah Education Directorate?
2. What is the level of Workaholism among employees in the Diwaniyah Education Directorate?
3. What are the necessary training programs to promote Entrepreneurship knowledge in the workplace?
4. How can organizational culture be improved to enhance Entrepreneurship knowledge and mitigate Workaholism?.
5. What are the psychological and social factors that contribute to the exacerbation of the Workaholism phenomenon?.

2.2 The importance of research

The significance of this research lies in highlighting the complex relationship between Entrepreneurship knowledge and Workaholism among employees in the Diwaniyah Education Directorate, as this topic is one of the vital issues that directly impacts the quality of education and educational outcomes. Additionally, understanding this relationship helps develop effective strategies to improve employee performance by enhancing their entrepreneurial skills, which contributes to creating a dynamic and innovative educational environment that aligns with contemporary challenges. By exploring the positive and negative impacts of entrepreneurial knowledge on Workaholism, the directorate can identify factors that enhance job performance and those that may lead to the decline in employees' mental health.

The research is also important because it contributes to establishing clear benchmarks for professional training and development strategies, which focus on strengthening Entrepreneurship knowledge as a means to cope with work pressures. By equipping employees with the necessary tools to develop their skills, it can reduce work-related frustration and motivate them towards Innovation and creativity, thereby enhancing the directorate's ability to achieve its strategic goals in improving the level of education, as innovative and creative employees are capable of providing effective solutions to contemporary educational challenges.

An alternative perspective is that the research helps inform employees about the impact of Workaholism on their mental health to help them better navigate workplace conditions and enhance their overall work-life quality. Therefore, these aspects are key to maintaining high performance in educational institutions as good mental health directly translates into quality of education.

Secondly, such research can be used as a means for developing an organizational culture that fosters Innovation and experimentation to reduce risk taking and Workaholism by creating an atmosphere where employees feel safe in expressing ideas and initiatives, thus producing a generation of employees who are willing to take calculated risks and generate more Innovation and creativity within the school; this is also another indicator of better management performance and success at achieving its educational goals.

2.3 The objectives of the research

The present study aims at exploring the effect of entrepreneurship knowledge (Innovation, Problem Solving, Skill, and Leadership) on workaholism (Immersion in Work, Motivation at Work, and Enjoyment of Work), based on a sample of employees in Diwaniyah Education Directorate, to determine how this knowledge is related to their job performance as well as Innovation to provide a holistic view of the usage of entrepreneurship knowledge for improving education quality provided by educational

institutions. Additionally, the research aims to achieve several subsidiary objectives, which are:

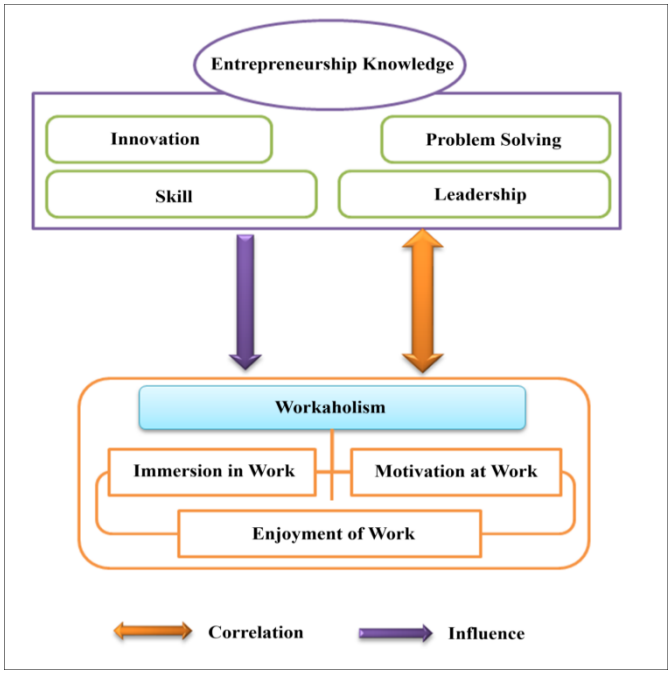
1. Determining the role of Entrepreneurship knowledge in enhancing or reducing Workaholism among employees in the Diwaniyah Education Directorate.
2. Measuring the level of Workaholism among employees in the Diwaniyah Education Directorate.
3. Identifying the necessary training programs to promote Entrepreneurship knowledge in the workplace.
4. Statement on how organizational culture can be improved to enhance Entrepreneurship knowledge and mitigate Workaholism.
5. Identifying the psychological and social factors that contribute to the exacerbation of the Workaholism phenomenon.

2.4 The Hypothetical Scheme and Development of Hypotheses

After identifying the research problem, its importance, and the objectives it seeks to achieve, it is necessary to develop a set of hypotheses for analyzing and interpreting the results that hinder the operation of the studied sample. This is done by constructing a conceptual virtual model to identify research variables, and Figure (1) illustrates the research hypothesis diagram in light of the following variables:

Independent variable: Includes **Entrepreneurship knowledge**, and the study adopted four dimensions to measure this variable, which are (Innovation, Problem Solving, Skill, and Leadership).

Dependent variable: Represents **Workaholism**, and it was measured through three dimensions, which are (Immersion in Work, Motivation at Work, and Enjoyment of Work).



Source: Prepared by the researcher

Figure 1. Hypothetical research design.

Established to build the hypothetical plan for the research, two hypotheses can be developed:

1. There is a semantic relationship between Entrepreneurship knowledge and Workaholism, which gives rise to:

• There is a semantic relationship between the Innovation dimension and Workaholism dimensions.

• There is a semantic relationship between the Problem Solving dimension and Workaholism dimensions.
• There is a semantic relationship between the Skill dimension and Workaholism dimensions.
• There is a semantic relationship between the Leadership and Workaholism dimensions.

2. There is a semantic effect of entrepreneurial knowledge on Workaholism, arising from which:

• There is a semantic effect of the Innovation dimension in Workaholism.
• There is a semantic effect of the Problem Solving dimension in Workaholism.
• There is a semantic effect of the Skill dimension in the Workaholism scale.
• There is a semantic effect of the Leadership dimension in the Workaholism scale.

2.5 Research Sample

Representing the research community in the Diwaniya Education Directorate, which is one of the important directorates in the Ministry of Education in general, located in the Diwaniya Governorate and responsible for supervising the educational and training processes in the governorate, the research sample consisted of a group of employees in this directorate. A total of (200) questionnaires were distributed, of which (173) were retrieved, with (12) damaged questionnaires, (27) unretrieved questionnaires, and (161) valid questionnaires for analysis. This represents a response rate of (80.5%).

3. The Theoretical Aspect

3.1 Entrepreneurship knowledge

3.1.1 Concept of Entrepreneurship knowledge

Often, knowledge in the workplace context is seen as reflecting an understanding of prevailing conditions or phenomena in the work environment, which motivates individuals to seek explanations or information related to the specific situation or phenomenon. Knowledge is defined as everything that is known or represents intelligence or pertains to a specific subject (Ridwan et al., 2021:32). As for the concept of entrepreneurship, its origin traces back to the words "wira" and "usaha," which mean fighter and hero, and also represent the outstanding individual, the noble role model, and courage, in addition to the effort exerted to achieve something (Batsyeba et al., 2024:118). According to (Lestari & Wijaya, 2012:113), individuals who possess Entrepreneurship knowledge are more likely to adopt an entrepreneurial mindset and behavior, which ultimately drives them to choose entrepreneurship as a career.

(Tammu & Pompeng, 2023:1301) argue that Entrepreneurship knowledge represents science, art, behavior, characteristics, and individual traits that embody innovative ideas in the real world in a creative way. (Iswandari, 2013:152) noted that all forms of information processed and stored in the cognitive domain in the form of memory and understanding of the technical details of business practices to instill the courage to bear real and logical risks when managing businesses represent entrepreneurial knowledge.

Entrepreneurship knowledge contributes to shaping an individual's perceptions of the concepts, skills, and mindset required from an entrepreneur (Tshikovhi & Shambare, 2015:153; Bergmann, 2017:117). argued that (Andriani et al., 2020:126) Entrepreneurship knowledge represents a set of data and capabilities that drive entrepreneurs to exert additional effort in building value, through the ability, courage, determination, creativity, and willingness to take risks to invest in opportunities and achieve success. defined Entrepreneurship knowledge (Dewi & Widhiyani (2020:125) as the knowledge acquired through practical experience, which is collected, analyzed, and compiled as a source of useful information for others in need (Fitrianingsih et al., 2023:350), with the aim of integrating entrepreneurship into scientific disciplines, whether theoretical or experimental. believe that (Setiawan & Iskandar.,2022:181) through Entrepreneurship

knowledge, new, unique, and different things can be created from others through creative and innovative methods to create opportunities. Thus, Entrepreneurship knowledge emphasizes thinking about something new (creativity) and acting is doing something new (innovation) to create added value in order to be competitive, with the goal of creating individual and societal prosperity.

And based on the foregoing, it can be said that Entrepreneurship knowledge represents a crucial foundation for achieving sustainability and sustainable growth in business, as through Entrepreneurship knowledge, individuals can understand how to achieve a balance between economic, social, and environmental goals, which contributes to creating added value for society.

3.1.2 Importance of Entrepreneurship knowledge

Entrepreneurship knowledge is one of the important elements that contribute to the success of businesses and projects, as it enhances individuals' ability for Innovation and critical thinking (Frolova et al., 2021: 1168). In the rapidly changing business world, understanding the market and competition is urgent, which requires entrepreneurs to be aware of how to analyze trends and economic and social directions (Usman et al., 2024: 555). According to (Hendrawan et al., 2024: 143), Entrepreneurship knowledge is not limited to economic information but also includes understanding customer behavior and needs, which helps in designing products and services that meet those needs. According to (Costin et al., 2022: 269), this knowledge contributes to boosting entrepreneurs' self-confidence, as it enables them to make informed decisions based on accurate data and analyses, thereby reducing the risks associated with investment and launching new projects.

As Entrepreneurship knowledge enhances individuals' ability to build strong networks, which is crucial in the business world, personal and professional relationships are key to opening new doors for opportunities, whether through partnerships or collaboration with others in the field (Shi & Weber, 2021:1409). It is stated by (Sutrisno et al., 2022:588) that having comprehensive knowledge about the industry and current trends helps entrepreneurs communicate effectively with others, facilitating the exchange of ideas and information. Furthermore, this knowledge enables entrepreneurs to identify potential collaboration opportunities or leverage shared resources, thereby increasing the chances of success and growth.

Entrepreneurship knowledge is a crucial factor in developing leadership and management skills among individuals, as understanding how to manage teams and motivate people is fundamental to any successful project, contributing to creating a positive and productive work environment (Smirnov et al., 2023: 149). Rehman et al. (2025: 2065) argue that entrepreneurs can learn effective strategies to handle the challenges and conflicts that may arise within teams, in addition to this, this knowledge helps in developing effective planning and organization methods, which facilitates the decision-making process. Shekarian & Parast (2021: 272) suggest that the ability to lead effectively is one of the critical factors that determine the success of any project, as it can significantly impact team performance and work outcomes.

And based on the foregoing, it can be said that Entrepreneurship knowledge is a powerful tool for adapting to the rapid changes in the business environment. Given the ongoing technological developments and new Innovations, entrepreneurs need the ability to adapt and respond to these changes effectively. Thus, Entrepreneurship knowledge helps individuals understand how to use technology better to improve processes and increase efficiency. It also contributes to enhancing the ability to Innovate and develop new solutions that meet the changing market needs. The ability to adapt to changing conditions enables companies to remain competitive and achieve long-term success, making Entrepreneurship knowledge essential in today's business world.

3.1.3 Dimensions of Entrepreneurship knowledge

The Entrepreneurship knowledge variable can be measured through four important dimensions as identified by (Spence & Robbins, 1992; Mohamed et al., 2024):

a. **Innovation**: Innovation in Entrepreneurship knowledge refers to the ability to develop new ideas and transform them into products or services that meet market needs (Rafi et al., 2022: 402). (Audretsch et al., 2023: 1537) stated that Entrepreneurship knowledge innovation works to improve current processes and leverage technology to create added value. (Krara et al., 2025: 720) pointed out that Innovation is a fundamental driver of business growth, enhancing competitiveness and contributing to sustainability.

b. **Problem Solving**: Problem Solving in Entrepreneurship knowledge means the ability to identify and analyze challenges effectively (Atrup et al., 2023: 558), requiring critical thinking and creativity to find innovative solutions. These skills help entrepreneurs overcome obstacles, which strengthens project success and contributes to improving the organization's overall performance (Sampene et al., 2021: 7).

c. **Skill**: Entrepreneurial skills are more practical than theoretical philosophical concepts, and although there has been an increase in writings about this concept nowadays, it is not entirely new (Cooney, 2012:2). Indeed, Undiyaundeye (2015:11) confirmed that the interest in entrepreneurial skills began in the 1980s due to technological and economic changes, which pushed organizations to acquire these skills to improve their productivity and enhance their competitive advantage in line with these developments. Velinov (2020:79) also clarified that entrepreneurial skills allow entrepreneurs to create value by investing the necessary time and effort, and bearing the associated financial, psychological, and social risks, ultimately leading to the achievement of expected returns. Entrepreneurial skills are the result of recognizing work opportunities and managing the risks associated with them effectively, in addition to coordinating different activities and integrating the necessary resources to achieve the desired returns.

d. **Leadership**: Leadership in Entrepreneurship is related to the ability to guide and motivate teams towards achieving common goals (Islam et al., 2024: 73), and includes skills such as effective communication, decision-making, and building trust (Bhatti et al., 2021: 984). Successful leaders use Entrepreneurship knowledge to develop effective strategies, which contributes to creating a positive work environment that enhances Innovation and productivity (Ariyani & Zuhaery, 2021: 65).

3.2 Workaholism

3.2.1 The concept of Workaholism

Addiction represents a phenomenon where biological, psychological, and social factors intersect, and growing evidence suggests that excessive behaviors associated with different types of addiction share many characteristics (Morkevičiūtė & Endriulaitienė, 2023: 2815). Additionally, (Kun & Kökönyei, 2025: 581) pointed out that all types of addiction consist of a set of main components such as mood changes, tolerance, withdrawal symptoms, conflict, and relapse, and these shared characteristics may influence how these behaviors are treated as well as how individuals perceive them (Balducci et al., 2022: 2400). noted that (Cossin et al., 2021: 7110) in recent years, researchers and specialists have focused particularly on substance use disorders, and this interest has seen significant growth in scientific and professional circles, with research dedicated to non-substance-related or non-drug dependence issues.

defined (Taris et al., 2024: 116) Workaholism as working beyond job requirements, where an individual puts in additional effort that exceeds the expectations of their colleagues or superiors. In the same context, (Hynes & Cullinane, 2024: 1547) pointed out that Workaholism manifests as an individual's intrinsic motivation towards their work,

their continued preoccupation with work even during breaks, and their performance that exceeds expectations despite potential negative consequences.

As stated by (Cronin, 2024: 161), workaholism represents excessive immersion in work, as the individual focuses on work activities while neglecting other aspects of their life, driven by intrinsic motivations rather than job requirements. And (Kun & Kökönyei, 2025: 380) pointed out that this type of addiction involves an internal motivation to work continuously, leading to the individual feeling overwhelmed by work-related thoughts and emotions, spending long hours at work even when it is not required of them, to the extent that important life roles may be neglected.

It is also known as a set of behaviors that drive individuals to spend a significant amount of time and energy on work activities that are not technically required, and to affect the work of others (Xu et al., 2023: 507). As workaholics work harder than their jobs require, they neglect aspects of their lives outside of work (Akinwale et al., 2024: 1192).

Workaholism also represents individuals' excessive immersion in their tasks, leading to spending long hours on work-related activities at the expense of family activities (Menghini et al., 2023: 383). While both (Lee et al., 2022: 1009) pointed out that this addiction involves allocating a significant amount of time to work-related activities and constantly providing ideas, based on intrinsic motivations rather than external requirements.

And based on the foregoing, it can be said that Workaholism represents the set of activities, skills, and capabilities that the organization adopts to guide employee behavior in order to ensure the achievement of its goals and the organization of its work.

3.2.2 Characteristics of Workaholism

Workaholism is a complex condition involving obsessive behavior towards work, which negatively impacts personal life and social relationships. It is essential to understand these characteristics to appreciate their effect on individuals and their daily lives, and thus the features of Workaholism can be identified as follows:

a. Compulsive work: Internal compulsion to work is considered a fundamental characteristic of Workaholism, where the person avoids disengaging from their tasks. The workaholic becomes obsessed with work activities and continues to think about work constantly even during non-working hours (Hayat Mughal et al.,2024:163).
b. Excessive work: This relates to the actual behavior that distinguishes the workaholic, where they spend a long time on work-related activities whenever the opportunity arises. In fact, they work more than is reasonable to meet organizational expectations (Aziz et al.,2023:321).
c. Work as a habit: Workaholism should be understood as a habit that carries serious consequences. It is a specific type of addiction that involves a physical component (adrenaline addiction) and another behavioral component (addiction to the actual process of work) (Atroszko,2022:224).

3.2.3 Dimensions of Workaholism

The variable Workaholism can be measured through three important dimensions as stated by (Spence & Robbins, 1992; Mohamed et al., 2024):

a. **Immersion in Work**: Immersion in Work is a state of full concentration and deep engagement in professional tasks (Tóth-Király et al., 2021: 28). According to (Lupu & Rokka, 2022: 1397), individuals in this state experience motivation and productivity, leading to improved overall performance. Immersion is characterized by the "flow" experience, where external mental distractions decrease, and the individual becomes fully connected to the work. Naseer et al. (2024: 638) noted that this immersion is often a result of appropriate challenges and compatible skills, which enhances the

sense of achievement. Immersion contributes to fostering creativity and Innovation, as it allows individuals to think freely and generate new ideas.

b. **Motivation at Work**: Motivation at Work is the internal or external force that drives an individual to perform tasks and achieve goals in the workplace (Malinowska & Tokarz, 2021: 531). And (Akinwale et al., 2024: 1193) argue that motivation can be related to basic needs such as financial security, or psychological incentives such as the desire for achievement or recognition. And (Taris, 2023: 187) described that Motivation at Work consists of two types: intrinsic motivation, which comes from within the individual like passion or interest, and extrinsic motivation, which includes rewards or punishments. And (Gomes et al., 2023: 895) argue that understanding motivation is a fundamental element in enhancing productivity and job satisfaction, as it can influence individual behavior and performance, thereby contributing to the success of organizations.

c. **Enjoyment of Work**: Enjoyment of Work represents the feeling of satisfaction and happiness during the performance of professional tasks (Malinowska & Tokarz, 2021: 535), as it is associated with personal fulfillment and the sense of achievement, where individuals find joy in what they do (Gillet et al., 2021: 2848). Hassan et al. (2024: 415) showed that Enjoyment of Work is influenced by the surrounding environment, relationships with colleagues, and the nature of tasks, as it can lead to improved performance and productivity, where individuals become more creative and motivated. Woropay-Hordziejewicz et al. (2025: 250) concluded that providing a positive work environment enhances enjoyment, which is crucial, as it contributes to boosting job satisfaction and reducing turnover rates.

4. Results

4.1 Encoding and describing the study scale

The coding and scaling of the scale in studies is a process of converting the collected information from participants into symbols or numbers that can be analyzed and interpreted. This coding and scaling is used to summarize and analyze the data systematically and effectively, which facilitates the reader's understanding of the variables and the results of the study. As shown in Table 1, the scale instrument is described.

Table 1. Description of the measurement tool.

Variables	Dimensions	NO.	code		Source
Entrepreneurship Knowledge	Innovation	3	CR	EK	Abidin et al.,2022
	Problem Solving	3	PS		
	Skill	4	SK		
	Leadership	3	LE		
Workaholism	Immersion in Work	8	WE	WH	Spence& Robbins,1992 ; Mohamed et al.,2024
	Motivation at Work	7	WM		
	Enjoyment of Work	10	WN		

4.2 Normal distribution test

The results presented in Table 2 are responses of the research sample's employees to the variables and dimensions of the study, where these responses are distributed in a manner similar to a normal distribution. This indicates that the employees at the college show a notable interest in Entrepreneurship knowledge and Workaholism. Accordingly, these results can be considered generalizable to the studied community.

Table 2. Results of the normal distribution test.

Variables	Kol-Smi		Sig	
Innovation	**0.190**		**0.162**	
Problem Solving	**0.192**	**0.063**	**0.110**	**0.074**
Skill	**0.125**		**0.101**	
Leadership	**0.117**		**0.115**	
Immersion in Work	**0.083**		**0.078**	
Motivation at Work	**0.094**	**0.084**	**0.092**	**0.098**
Enjoyment of Work	**0.086**		**0.075**	

4.3 Diagnosis and description of research variables

The results in the table indicate that the overall level of entrepreneurial knowledge was high (3.63), which suggests a good level of understanding and knowledge in this field. The PS dimension had the highest mean (3.73) and lowest standard deviation (.60), indicating a higher degree of confidence in Problem Solving abilities; the CR dimension had the lowest mean (3.47) and highest standard deviation (.67), suggesting a need for improvement, which indicates that entrepreneurial knowledge is strong in PS but there is an urgent need to enhance Innovation. The findings indicate that entrepreneurial knowledge in Problem Solving is relatively robust, while the need to improve on Innovation is more critical, suggesting that developing innovative skills may be necessary to strengthen overall entrepreneurial capacity.

The overall level of Workaholism was high (3.72), which indicates a good level of engagement in work; the Motivation at Work (WM) dimension ranked first with a mean (3.75) and low standard deviation (0.45); and individuals are motivated to work, while the Enjoyment of Work (WN) dimension ranked last with a mean (3.68) and a similar standard deviation (0.45), which indicates that there is room for improvement in this aspect. The results show that individuals have strong motivation for work, but there should be a focus on improving the Enjoyment of Work aspect to enhance the overall work experience and increase productivity and satisfaction.

Table 3. Statistical description of study variables.

NO.	Mean	Standard Deviation	NO.	Mean	Standard Deviation	NO.	Mean	Standard Deviation
CR1	3.28	0.85	**LE**	**3.59**	**0.75**	WM6	3.85	0.80
CR2	3.56	0.78	**EK**	**3.63**	**0.50**	WM7	3.60	1.11
CR3	3.56	0.86	WE1	3.89	0.93	**WM**	**3.75**	**0.45**
CR	**3.47**	**0.67**	WE2	3.69	0.94	WN1	3.53	0.96
PS1	3.91	0.88	WE3	3.62	0.92	WN2	3.80	0.80
PS2	3.57	0.85	WE4	3.80	0.89	WN3	3.55	0.98
PS3	3.72	0.87	WE5	3.83	0.83	WN4	3.80	0.82
PS	**3.73**	**0.60**	WE6	3.71	0.78	WN5	3.59	1.01
SK1	3.71	0.84	WE7	3.67	0.95	WN6	3.68	0.75
SK2	3.62	0.88	WE8	3.71	0.81	WN7	3.83	0.86
SK3	3.90	0.91	**WE**	**3.74**	**0.45**	WN8	3.85	0.78
SK4	3.66	0.93	WM1	3.81	0.83	WN9	3.44	0.89
SK	**3.72**	**0.64**	WM2	3.64	0.95	WN10	3.68	0.85
LE1	3.49	0.93	WM3	3.65	0.84	**WN**	**3.68**	**0.45**
LE2	3.63	1.01	WM4	3.67	0.99	**WH**	**3.72**	**0.38**
LE3	3.66	0.98	WM5	3.99	0.95			

4.4 Hypothesis Testing

H1: There is a meaningful correlation between Entrepreneurship knowledge and Workaholism

The table 4 shows that as the interest of the sample employees in the studied research on Entrepreneurship knowledge increases, it contributes to increasing the strength of the relationship with Workaholism by (0.680), in addition to the existence of a relationship between the distances of Entrepreneurship knowledge and the distances of Workaholism. The results indicated that the weakest strength of the relationship was (0.253), which is between the dimension Problem Solving PS and the dimension Motivation at Work WM, while the strongest strength of the relationship reached (0.819), which is between the dimension Problem Solving PS and the dimension Immersion in Work WE, which indicates the validity of the main hypothesis and its sub-hypotheses.

Table 4. Correlation Matrix.

	CR	PS	SK	LE	EK	WE	WM	WN	WH
CR	1								
PS	.367**	1							
SK	.525**	.558**	1						
LE	.386**	.722**	.447**	1					
EK	.757**	.701**	.829**	.728**	1				
WE	.465**	.819**	.382**	.484**	.519**	1			
WM	.534**	.253**	.520**	.319**	.540**	.462**	1		
WN	.618**	.376**	.532**	.426**	.649**	.594**	.598**	1	
WH	.644**	.329**	.571**	.490**	**.680****	.819**	.820**	.873**	1

H2: The presence of a meaningful effect of Entrepreneurship knowledge on Workaholism

The results of Table 5 and Figure 2 indicate that an increase in the research sample workers' interest in Entrepreneurship knowledge leads to an improvement in Workaholism, as the results show that this improvement is close to a value of (0.875) with a standard error of (0.049). Therefore, it can be said that enhancing Entrepreneurship knowledge among workers contributes to raising the level of Workaholism, which reflects the importance of focusing on these Entrepreneurship knowledge behaviors to improve entrepreneurial performance in organizations.

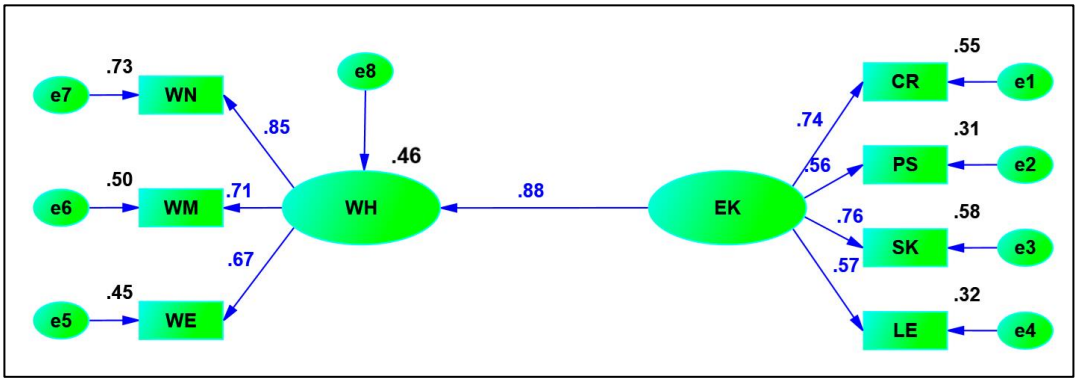


Figure 2. The standard model of the effect of Entrepreneurship knowledge on Workaholism.

The table 5 explains that Entrepreneurship knowledge accounts for the variation it values (0.462) in Workaholism, while the remaining value is attributed to factors not included in the study.

The table 5. presents the results of the impact of Entrepreneurship knowledge on Workaholism.

The path			Standard weight	standard error	critical value	R^2	Sig.
Entrepreneurship knowledge	--->	Workaholism	0.875	0.049	17.776	0.462	0.001

5. Conclusion

a. There is a semantic relationship between Entrepreneurship knowledge and Workaholism, as Entrepreneurship knowledge serves as a powerful tool to enhance Innovation in the workplace. By encouraging employees to adopt new ideas and innovative methods, the Department of Administrative Training can create an environment of creativity that drives overall performance to higher levels.
b. The Department applies knowledge of Entrepreneurship to create an environment where employees are engaged, motivated, and enjoy their work by creating an education-oriented environment that encourages research and continuous learning for everyone.
c. Employees use Entrepreneurship knowledge tools to improve job performance by developing a unique capability to make sound decisions and solve problems in creative ways, thus contributing to the attainment of educational goals and enhancing the reputation of the Department.
d. The Department of Administrative Training will align Entrepreneurship Knowledge Indicators with Employee Initiative to instill a sense of initiative in employees through training programs and workshops that inspire the employee to take more personal responsibility for their work to ensure they are more committed and active participants.
e. The department is dedicated to improving its own internal ability to apply Entrepreneurship knowledge to enable collective collaboration among employees, allowing them to share ideas and experiences so that they learn from one another and become more effective in working together.
f. the department aims to increase leadership skills among employees by enhancing Entrepreneurship knowledge and ensuring their training so that they have developed leaders who are able to guide teams and accomplish goals.

Recommendations

a. The Training Department should create specific training programs for Entrepreneurship development (e.g., workshops or training on Innovation and creativity) to increase employee efficiency and strengthen their initiative spirit.
b. A work environment that fosters Innovation (new ideas and initiatives are welcome) is needed so the department can coordinate promotional competitions and events to showcase Innovations from employees, which will reinforce Workaholism and drive employees to generate additional ideas.
c. The directorate needs to focus on strengthening collaboration across various teams by establishing platforms that facilitate sharing of ideas and experiences so that there

can be frequent meetings and joint workshops for creating an integrated working space and hence improving performance.

d. Employees must have continuous educational resources such as digital libraries and online courses, which will enable them to develop their skills and knowledge in many areas and increase the adaptability to rapid changes in the work environment.
e. It is necessary to focus on encouraging entrepreneurial leadership within the directorate, which requires leaders to be role models in adopting innovation and creativity, thereby motivating employees to take initiatives, as effective leadership strengthens job commitment and increases team productivity.
f. The directorate must develop mechanisms to measure the impact of entrepreneurship knowledge on employee performance, which can utilize surveys and performance metrics to evaluate the extent to which training programs affect performance and job satisfaction, thereby helping to improve future strategies.

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